

Preparing for the

TENNESSEE

End of Course Assessment



English I



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Preparing for the End of Course Assessment Program English I

Introduction

What is this test?

The *Tennessee End of Course Assessment Program* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. The sample questions in this pamphlet are representative of the item types and item formats that will be used in the actual test.

What are the questions testing?

The questions assess the content standards covered by each course as described in the performance indicators developed by the Tennessee State Department of Education and listed on their Web site.

Who will be tested?

All students taking English I will be tested. Tests may be given midyear for block schedules or at the end of the year.

How many questions are there?

Each test contains 60 multiple-choice questions.

How long will the tests take?

Students will have ample time to read and answer each of the questions. They will be given 75 minutes to complete each test.

How will the tests be scored?

The answers to the multiple-choice questions will be scored by machine. The test results provide information about how well students understand the course content.

How do I use these sample questions?

The questions in the pamphlet are, for the most part, representative samples of the types of questions that will be on the English I test. The questions are presented in a format similar to that which will be used in the actual test.

Reporting Categories and Performance Indicators have been provided for the questions in this pamphlet only. These Reporting Categories group the English I Performance Indicators together. When students receive their reports from the test, these Reporting Categories will be used to report scores on student performance. The questions in the actual test will not have this identifying information.

These questions can be used for a classroom learning session or as an individual, short practice test to prepare students for the actual test. Various item formats have been selected in order to familiarize students with the actual test format.

The items in this Preparation Brochure will **not** be found on the End of Course tests. The number of items in this Preparation Brochure does not reflect the emphasis of content on the test.

An answer key for the sample questions is provided at the end of this pamphlet.

What tips are there for taking the test?

RELAX: It is normal to be somewhat nervous before the test. Remember that the score is only one of a number of measures of your performance.

LISTEN: Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them. Follow the directions.

PLAN YOUR TIME: Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time. First answer all the questions you are sure about.

THINK: If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Directions Read the passage and answer questions 1 through 16.

Jessica's Journey

June 21

I'm starting this hiker's journal Mom gave me, even though I still don't know why I let my big sister Teresa persuade me to accompany her on a weeklong trek through the Smoky Mountains. I suppose it bothered me when she said, "Yeah, a hiking trip isn't your thing. You'd rather read a book about butterflies than see them." What really upset me was when she added, "Besides, Jessica, you wouldn't last two days hiking in the mountains."

Maybe she's right. I do prefer reading to almost anything. "I'm just not an athlete like you," is my usual response when Teresa asks me to shoot hoops or go biking. Maybe I was just afraid to do something new.

Now, I'm sitting at a "frontcountry" campground at Great Smoky Mountains National Park, where our guide Alex said we'd start and end. Soon we'll be camping in "backcountry" spots. It sounds prehistoric to me.

June 22

I didn't sleep well on the lumpy ground beneath our tent last night and then awoke to Alex's gloppy oatmeal for breakfast. At least I had the brains to read up on hiking and bring some necessities—like protein bars.

After "breaking camp" we started hiking the Appalachian Trail, which runs along a top ridge in the Smoky Mountains. I learned that the Smokies are part of the southern Appalachian Mountains and straddle the borders of Tennessee and North Carolina. There are 12 of us in the group, all between the ages of 14 and 18, plus Alex, who is much older. He's already told us a lot about the Appalachian Trail but says he'll tell us more about vegetation and animal life as we hike. I can't believe we have to carry our gear. How am I going to hike like this for more than 10 miles a day?

The first hike is done, and my feet are blistered from my new hiking boots. The weather has been damp and gray since we got here. All day the sky was packed with ominous clouds that threatened rain and seemed as if they'd burst any minute from pressure. Some distant rumblings of thunder have echoed, but it hasn't rained yet. Time for me to get some sleep.

June 23

We didn't stop hiking until dinnertime today. I have no clue how many miles we covered, and I don't really care; I'm exhausted. My feet feel like I've walked over pointy, scalding rocks. The bland stew Alex cooked over the campfire was barely enough to ease my hunger. I don't think I can bear another day of this.

June 25

For two days we climbed and climbed, and I asked Alex about the beautiful blooming plants we saw. He pointed out two native species of rhododendrons that were both in bloom. The Catawba blooms into lovely purple flowers, and the rosebay blooms into light pink flowers. He said we were lucky to find them blooming simultaneously. Near the end of our hike today, I noticed incredible orange-flame azaleas and purple mountain laurels. It seems like the scenery gets lovelier the higher we go. Even the sky shed its dreary, clouded overcoat to let some sun peek through.

June 26

I awoke early and watched the rising sun's pink smile spread over nearby peaks. The air was cool and fresh, as if last night's rain had rinsed it clean. A light fog blanketed the valley, and the lower hills seemed to dissolve into bluish haze, like some misty Asimov world I had read about in a sci-fi story.

We've covered 55 miles and have about 15 more to go. It's strange how my feet don't bother me, and I didn't even stop yesterday. I was so entranced by the towering evergreens and petite wildflowers that the day sped by.

The strong, clear sun illuminated the forest and made me realize what a special place this is. Teresa, who picked on me the first few days, caught up with me while we hiked yesterday (I was way ahead of her!). She put her hand on my shoulder and whispered, "Nice hiking, sis."

I'm writing by flashlight since Mariah, Sarah, Jessie, and Kate, my tentmates, are asleep. I just wanted to see the sky tonight. It was even better than Teresa had told me, like black velvet sprinkled with rhinestones. I just stared for a while before creeping back into the tent. It is so peaceful here. Nature is amazing. . . .

June 27

We're back at the first campground. We made s'mores to snack on and sang songs around the fire to celebrate our last night. Mariah, Kate, and I exchanged e-mail addresses. Although they live in North Carolina, we'll keep in touch.

Sitting near the fire together, I told Teresa I was lucky to have such a wise big sister. How did she know I should go on this trip?

We're going to take a group photo in the morning before we leave. Teresa has been snapping candid shots with disposable cameras all week. I thought it was dumb at first, and I'm sure I look miserable in the photos from the first few days, but now I can't wait to see them. She'll have a photographic record, and I'll have this journal to remember our incredible journey together.

It will be strange to get on a bus and return to the traffic, concrete, and sounds of the city, but I'll just have to hold on to what I learned about myself and nature. I definitely want to hike in other gorgeous natural places in years to come. I guess I've found a sport I'm good at. I can't wait to get home and tell Mom and Dad and my friends how I hiked 70 miles in the beautiful Appalachian Mountains, on my own two feet.

Reporting Category: Literary Content
Numbers 1 and 2

Performance Indicator: Differentiate between mood and tone in poetry and prose.

1 The last three entries of “Jessica’s Journey” create a reflective mood in the reader. What is the author’s tone in these entries?

- A** melancholy
- B** humorous
- C** apologetic
- D** enthusiastic

EE020084.179

Performance Indicator: Identify how the author reveals character (what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

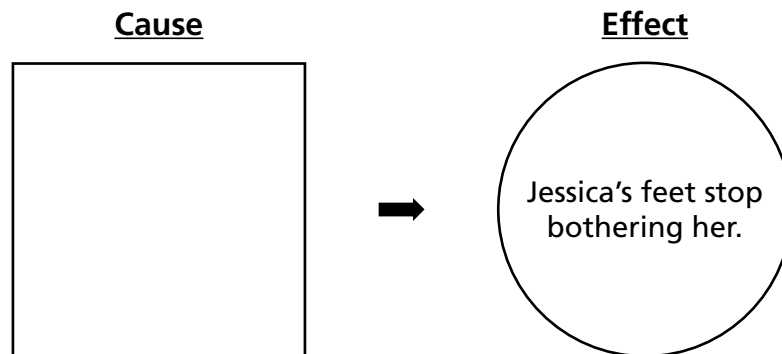
2 The author reveals Teresa’s character through all of these except

- F** what Jessica says.
- G** what Jessica does.
- H** what Teresa thinks.
- J** what Teresa does.

EE020080.179

Reporting Category: Making Meaning
Numbers 3 through 5

Performance Indicator: Pinpoint cause and effect relationship using a graphic organizer.

3 Read the graphic organizer.

What is the cause of the given effect?

- A** Jessica's guide gives her a bandage.
- B** Jessica's boots are replaced.
- C** Jessica starts to enjoy herself.
- D** Jessica takes a break from hiking.

EE020076.179

Performance Indicator: Distinguish fact from opinion in a passage or writing sample.

4 Which sentence from the passage expresses an opinion, rather than a fact?

- F** Now, I'm sitting at a "frontcountry" campground at Great Smoky Mountains National Park, where our guide Alex said we'd start and end.
- G** I didn't sleep well on the lumpy ground beneath our tent last night and then awoke to Alex's gloppy oatmeal for breakfast.
- H** After "breaking camp" we started hiking the Appalachian Trail, which runs along a top ridge in the Smoky Mountains.
- J** I learned that the Smokies are part of the southern Appalachian Mountains and straddle the borders of Tennessee and North Carolina.

EE020071.179

Performance Indicator: Select the most appropriate title for a passage.

5 What would be the best alternate title for this passage?

- A** My Sister Teresa
- B** The View at the Top
- C** Appalachian Wildlife
- D** A Week to Remember

EE020068.179

Reporting Category: Literary Content
Number 6

Performance Indicator: Identify simile, metaphor, onomatopoeia, alliteration, or personification in poetry or prose.

6 Which sentence from the passage contains a simile?

- F** Even the sky shed its dreary, clouded overcoat to let some sun peek through.
- G** It's strange how my feet don't bother me, and I didn't even stop yesterday.
- H** It was even better than Teresa had told me, like black velvet sprinkled with rhinestones.
- J** Teresa has been snapping candid shots with disposable cameras all week.

EE020070.179

Reporting Category: Making Meaning
Numbers 7 and 8

Performance Indicator: Draw inferences from selected passages.

7 The reader can infer that the reason Teresa persuades Jessica to accompany her on the trek is that she

- A** wants to show off in front of Jessica.
- B** thinks the trip would be good for Jessica.
- C** wants to have someone she knows on the trip.
- D** thinks there will be butterflies in the mountains.

EE020073.179

Performance Indicator: Discern an implied main idea from a passage.

8 The implied main idea of this passage is that it is important to

- F** experience nature firsthand.
- G** treat others with respect.
- H** preserve natural areas.
- J** forget about the past.

EE020079.179

Reporting Category: Literary Content
Numbers 9 through 11

Performance Indicator: Determine the significance/meaning of a symbol in poetry or prose.

9 What does the “journey” symbolize in “Jessica’s Journey”?

- A** long life
- B** future hopes
- C** skills learned
- D** personal discovery

EE020082.179

Performance Indicator: Identify an allusion in poetry or prose.

10 Which excerpt from the passage contains an allusion?

- F** . . . and straddle the borders of Tennessee and North Carolina.
- G** . . . incredible orange-flame azaleas and purple mountain laurels.
- H** . . . cool and fresh, as if last night’s rain had rinsed it clean.
- J** . . . like some misty Asimov world I had read about in a sci-fi story.

EE020083.179

Performance Indicator: Identify how the author reveals character (what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

11 Jessica’s character is revealed mainly through her

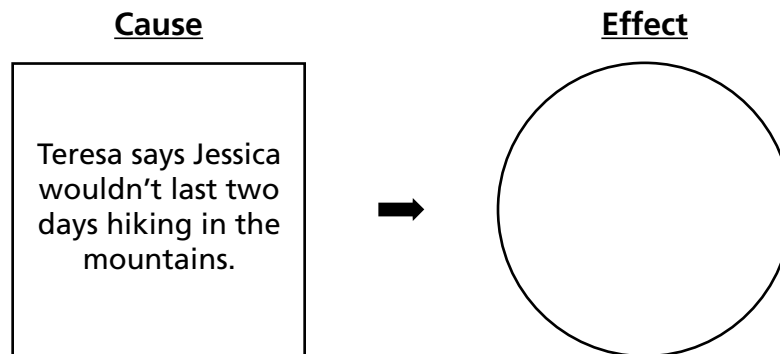
- A** actions before the hiking trip.
- B** relationship with her sister.
- C** thoughts about her hiking experience.
- D** conversations with the guide.

EE020081.179

Reporting Category: Making Meaning
Number 12

Performance Indicator: Pinpoint cause and effect relationship using a graphic organizer.

12 Read the graphic organizer.



What is the effect of the given cause?

- F** Jessica wants to prove Teresa wrong.
- G** Jessica ignores Teresa and keeps reading.
- H** Jessica tells Teresa to go shoot hoops.
- J** Jessica complains to her mom about Teresa.

EE020077.179

Reporting Category: Word Choice
Number 13

Performance Indicator: Determine the meaning of a word in context.

13 Read the sentences from the passage.

He pointed out two native species of rhododendrons that were both in bloom. The Catawba blooms into lovely purple flowers, and the rosebay blooms into light pink flowers. He said we were lucky to find them blooming simultaneously.

Based on the context in the sentences, what does simultaneously mean?

- A** once a year
- B** during the summer
- C** at the same time
- D** in a natural setting

EE020074.179

Reporting Category: Literary Content
Number 14

Performance Indicator: Differentiate among verbal, situational, and dramatic irony.

14 Jessica says that she doesn't think she can take another day of camping. A few days later, however, she is hiking faster than her sister and anxious to hike again elsewhere. Which type of irony, if any, does this demonstrate?

- F** verbal irony
- G** situational irony
- H** dramatic irony
- J** no irony

EE020078.179

Reporting Category: Making Meaning
Number 15

Performance Indicator: Draw inferences from selected passages.

15 The reader can infer that Jessica's mother gives her the journal because she suspects that Jessica will

- A** want to remember the trip.
- B** have trouble making friends on the trip.
- C** record facts about places visited during the trip.
- D** want to draw things she sees on the trip.

EE020072.179

Reporting Category: Literary Content
Number 16

Performance Indicator: Identify simile, metaphor, onomatopoeia, alliteration, or personification in poetry or prose.

16 Read the sentence from the passage.

I awoke early and watched the rising sun's pink smile spread over nearby peaks.

Which literary device does this sentence contain?

- F** personification
- G** onomatopoeia
- H** alliteration
- J** simile

EE020069.179

Directions

The passage below is a draft of a student-written letter. It contains several mistakes. Read the letter. Then answer questions 17 through 23.

236 Maple Rd.
Springstown, TN 12345

December 13, 2006

Jane Weymuth
Director of Finance
Gold and Co.
1765 Livingston Dr.
Humphrey, TN 12345

Dear Mrs. Weymuth:

- 1** I want to thank you for taking the time to interview me for the position of bookkeeper's assistant at Gold and Co. for the upcoming summer. I found your office to be a very pleasant place the employees with whom I interviewed could not have been more helpful.
- 2** Based on the job description, I am confident that I possess all of the skills necessary to do outstanding work for you. As I mentioned during our conversation. I hope to become an accountant one day. I have always been gifted with numbers, as my math grades show, and I have good organizational skills. I have always turned in assignments on time because I am orderly and follow instructions well. My mother taught me the importance of organization very early in my life. I have taken a keyboarding class and am currently enrolled in the course Introduction to Accounting.
- 3** In addition, I am a member of my high school math team. We compete as a group against students from other schools, and I believe this also qualifies me for this position. I understand that I will be a part of a department, and the ability to work well with others is crucial.
- 4** Again, thank you so much for your time. I look forward to a reply at your earliest convenience.

Respectfully,

Tabitha Reynolds

Reporting Category: Organization
Number 17

Performance Indicator: Select the topic sentence in a paragraph.

17 Which sentence is the topic sentence of Paragraph 2?

- A** Based on the job description, I am confident that I possess all of the skills necessary to do outstanding work for you.
- B** I have always been gifted with numbers, as my math grades show, and I have good organizational skills.
- C** I have always turned in assignments on time because I am orderly and follow instructions well.
- D** I have taken a keyboarding class and am currently enrolled in the course Introduction to Accounting.

EE020318.191

Reporting Category: Making Meaning
Number 18

Performance Indicator: Determine the writer's purpose in a non-fiction writing sample (i.e., narration, description, persuasion, exposition, and personal, creative expression).

18 Why did Tabitha most likely write this letter to Mrs. Weymuth?

- F** to encourage Mrs. Weymuth to join the math team
- G** to persuade Mrs. Weymuth to hire her
- H** to entertain Mrs. Weymuth with her personal accomplishments
- J** to inform Mrs. Weymuth of her talents

EE020322.191

Reporting Category: Word Choice
Number 19

Performance Indicator: Select a vivid word (verb, adjective, or adverb) to strengthen a description within a writing sample or passage.

19 Read this sentence from the letter.

I have always been gifted with numbers, as my math grades show, and I have good organizational skills.

Which word or phrase is the most vivid replacement for the underlined word to strengthen the meaning?

- A** demonstrate
- B** make public
- C** make clear
- D** offer

EE020324.191

Reporting Category: Organization
Number 20

Performance Indicator: Evaluate relevance of supporting sentences by deleting an irrelevant sentence in a passage.

20 Which sentence from the passage is least relevant and could be deleted?

- F** I want to thank you for taking the time to interview me for the position of bookkeeper's assistant at Gold and Co. for the upcoming summer. (Paragraph 1)
- G** My mother taught me the importance of organization very early in my life. (Paragraph 2)
- H** I have taken a keyboarding class and am currently enrolled in the course Introduction to Accounting. (Paragraph 2)
- J** I look forward to a reply at your earliest convenience. (Paragraph 4)

EE020323.191

Reporting Category: Grammar Conventions
Numbers 21 and 22

Performance Indicator: Correct run-on sentences by using a comma and coordinating conjunction, subordinate conjunction, or semicolon within a writing sample.

21 Read this sentence from the passage.

I found your office to be a very pleasant place the employees with whom I interviewed could not have been more helpful.

How should the underlined part be revised to correct this run-on sentence?

- A** place and the employees
- B** place, the employees
- C** place; and the employees
- D** place, and the employees

EE020321.191

Performance Indicator: Correct a sentence fragment by using sentence combining techniques within a writing sample.

22 Read this excerpt from the passage.

As I mentioned during our conversation. I hope to become an accountant one day.

What is the correct way to write the underlined section to correct the sentence fragment?

- F** conversation; I hope
- G** conversation; and I hope
- H** conversation, I hope
- J** conversation I hope

EE020320.191

Reporting Category: Organization
Number 23

Performance Indicator: Select the appropriate transitional word to connect sentences within a paragraph.

23 Read these sentences from Paragraph 2.

I have always been gifted with numbers, as my math grades show, and I have good organizational skills. _____ I have always turned in assignments on time because I am orderly and follow instructions well.

Which transitional word best fits between these sentences?

- A** However,
- B** Finally,
- C** Clearly,
- D** Furthermore,

EE020319.191

Directions Now answer questions 24 through 29.

Reporting Category: Technique and Skill
Numbers 24 and 25

Performance Indicator: Evaluate the validity of Web pages as sources of information.

24 Miriam is going to write a research paper about irrigation. She has found a Web site for an organization that works to conserve the water in America's rivers. Which statement best reflects the validity of the Web site?

- F** Its validity may be suspect because the organization may have a bias.
- G** Its validity may be suspect because the organization may be too new.
- H** Its validity is likely legitimate because the organization provides public information.
- J** Its validity is likely legitimate because the organization has a noble goal.

EE020275.OSA

Performance Indicator: Determine which statement presents an opposing view from those stated on a Web page.

25 Read the following excerpt from the Web page Miriam found.

River Conservation in America's Heartland

- Hydroelectricity
- Crop Irrigation
- Recreation
- Animals and the Environment
- Around the House:

There are many things that can be done to reduce water usage in and around the house. It is everybody's responsibility, after all, so we should all pitch in. For instance, consider how much water goes down the sink every time people leave the water on while brushing their teeth or shaving. Another consideration is outdoor water usage. By waiting to water plants and grass until the sun has gone down, a person can save much water lost to evaporation in the heat. Instead of turning that water into water vapor, it could be used to power a home, feed our crops, or simply to keep our native water species from moving away . . .

Which statement presents an opposing view from those stated on the Web page?

- A** Much water is wasted on a daily basis in America's households.
- B** Watering at dusk helps conserve water.
- C** Conserving water is the responsibility of American farmers.
- D** There are many ways an individual can save water.

EE030001.0SA

Reporting Category: Word Choice
Numbers 26 and 27

Performance Indicator: Select from the following groups of words the correct word for the sense of the sentence: stationary and stationery, complement and compliment, principle and principal, accept and except, capitol and capital, affect and effect, where and were, to and too. (CVS)

26 Which sentence uses accept or except correctly?

- F** Everyone accept Matthew drank from the water fountain.
- G** It was hard to accept the fact that I had to start over.
- H** They all decided to except the invitation to the luncheon.
- J** The children except that they must whisper in the library.

EE020279.OSA

Performance Indicator: Select a logical word or phrase to complete an analogy.

27 Choose the correct word to complete the analogy. Toothpaste is to tube as milk is to _____.

- A** carton
- B** tray
- C** pocket
- D** cereal

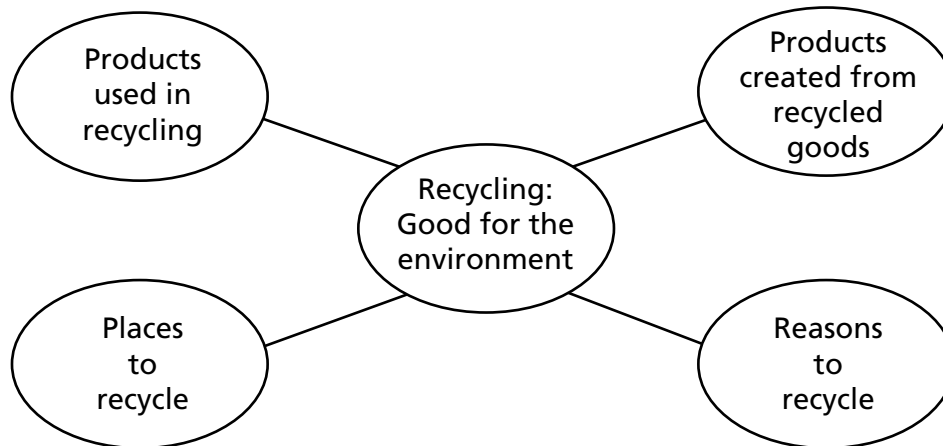
EE030003.OSA

Reporting Category:
Number 28

Organization

Performance Indicator: Identify (from a sample) the stage of the writing process represented (using graphics showing the stages: prewriting, drafting, revising, editing, publishing).

28 Which stage of writing is shown below?



- F** prewriting
- G** drafting
- H** revising
- J** publishing

EE020246.05A

Reporting Category: Technique and Skill
Number 29

Performance Indicator: Select the appropriate persuasive device in a given ad (e.g., testimonial, bandwagon, loaded words, misuse of statistics).

29 Read the following advertisement.

Paul's Plumbing

Member: Central Tennessee Plumbers' Assoc.

"Paul and his team provide capable, courteous service."

—Marisa Sandoval, another satisfied customer

Which persuasive device is used in this ad?

- A** testimonial
- B** bandwagon
- C** loaded words
- D** misuse of statistics

EE030006.0SA

Directions

The passage below is a journal entry. It contains several mistakes. Read the passage. Then answer questions 30 through 40.

- 1** It's hard to believe that graduation is tomorrow. My years of high school have seemingly flown by more faster than the blink of an eye! It seems like only yesterday I was a freshman. Just starting my life as a "high schooler."
- 2** My freshman year was such an emotional roller coaster. The first day of ninth grade was a terrifying, yet exciting, experience. I didn't know if the schoolwork would be too complicated for me. I hoped I could remember where my classes were and that I would arrive to each on time. I was also excited, and I remember scrutinizing the upperclassmen walking around. They seemed so big, so mature. They walked through the halls with such confidence—as if they owned the place. I remember them talking about plans for their futures, going to college, and starting careers. At that moment all I could think about was making it to my next class!
- 3** At the time, graduating from high school seemed like something that was a hundred years away! Part of me was envious of the older students and all of their plans another part of me was sort of delighted that I didn't have to worry about such important decisions quite yet. Looking back, the years seemed to fly by. I wonder if everyone feels the same way about their high school years.
- 4** Now that I'm about to graduate I am ready to embark on a new beginning. I hope that, just as eighth grade prepared me for ninth grade, high school has prepared me for what is to come.

EE192

Reporting Category: Grammar Conventions
Number 30

Performance Indicator: Use editing skills to correct comparative and superlative forms of adjectives or adverbs.

30 Read this sentence from the passage.

My years of high school have seemingly flown by more faster than the blink of an eye!

What is the correct way to write the underlined part of the sentence?

- F** faster
- G** fasterer
- H** more fastest
- J** most faster

EE020326.192

Reporting Category: Organization
Number 31

Performance Indicator: Select the topic sentence in a paragraph.

31 Which sentence is the topic sentence of Paragraph 2?

- A** My freshman year was such an emotional roller coaster.
- B** The first day of ninth grade was a terrifying, yet exciting, experience.
- C** I didn't know if the schoolwork would be too complicated for me.
- D** I hoped I could remember where my classes were and that I would arrive to each on time.

EE020333.192

Reporting Category: Grammar Conventions
Number 32

Performance Indicator: Correct run-on sentences by using a comma and coordinating conjunction, subordinate conjunction, or semicolon within a writing sample.

32 Read this excerpt from the passage.

Part of me was envious of the older students and all of their plans another part of me was sort of delighted that I didn't have to worry about such important decisions quite yet.

How should the underlined part be revised to correct this run-on sentence?

- F** their plans, another part
- G** their plans, but another part
- H** their plans when another part
- J** their plans; and where another part

EE020330.192

Reporting Category: Word Choice
Numbers 33 and 34

Performance Indicator: Select a vivid word (verb, adjective, or adverb) to strengthen a description within a writing sample or passage.

33 Read this sentence from the passage.

They seemed so big, so mature.

Which of these is the most vivid replacement for the underlined word?

- A** intimidating
- B** wonderful
- C** common
- D** great

EE020335.192

Performance Indicator: Determine the meaning of a word in context.

34 Read these sentences from the passage.

I was also excited, and I remember scrutinizing the upperclassmen walking around. They seemed so big, so mature. They walked through the halls with such confidence—as if they owned the place.

What is the meaning of the word scrutinizing as used above?

- F** talking to
- G** listening to
- H** criticizing
- J** observing

EE020336.192

Reporting Category: Grammar Conventions
Numbers 35 through 37

Performance Indicator: Select correct pronoun/antecedent agreement using collective nouns or indefinite pronouns.

35 Read this sentence from the passage.

I wonder if everyone feels the same way about their high school years.

Which version of the sentence corrects the error in pronoun/antecedent agreement in the underlined words without changing the sense of the sentence?

- A** I wonder if anyone feels the same way about our high school years.
- B** I wonder if people feel the same way about his or her high school years.
- C** I wonder if other students feel the same way about their high school years.
- D** I wonder if most students feel the same way about his or her high school years.

EE020331.192

Performance Indicator: Identify the use of commas with appositives and introductory words, phrases, or clauses.

36 Read this sentence from the passage.

Now that I'm about to graduate I am ready to embark on a new beginning.

Which revision shows correct comma usage?

- F** Now that I'm about to graduate, I am ready, to embark on a new beginning.
- G** Now, that I'm about to graduate I am ready to embark on a new beginning.
- H** Now that I'm about to graduate, I am ready to embark on a new beginning.
- J** Now, that I'm about to graduate I am ready to embark, on a new beginning.

EE020329.192

Performance Indicator: Correct a sentence fragment by using sentence combining techniques within a writing sample.

37 Read this excerpt from the passage.

It seems like only yesterday I was a freshman. Just starting my life as a “high schooler.”

How should the underlined section be revised to correct the sentence fragment?

- A** freshman, just starting
- B** freshman; just starting
- C** freshman just starting
- D** freshman, so just starting

EE020328.192

Reporting Category:	Organization
Number 38	

Performance Indicator: Select the appropriate transitional word to connect sentences within a paragraph.

38 Read these sentences from the passage.

I hoped I could remember where my classes were and that I would arrive to each on time. _____ I was also excited, and I remember scrutinizing the upperclassmen walking around.

Which transitional word best fills in the blank?

- F** Therefore,
- G** Similarly,
- H** However,
- J** Likewise,

EE020334.192

Reporting Category: Making Meaning
Number 39

Performance Indicator: Select the most appropriate title for a passage.

39 If this journal entry were developed into an essay, which would be the best title?

- A** A Hundred Years Away
- B** In Awe of Seniors
- C** In the Blink of an Eye
- D** Plans for the Future

EE020332.192

Reporting Category: Grammar Conventions
Number 40

Performance Indicator: Use editing skills to correct singular and plural possessive pronouns.

40 Read this sentence from the passage.

I remember them talking about plans for their futures, going to college, and starting careers.

Which is the correct replacement for the underlined pronoun?

- F** its
- G** his
- H** theirs
- J** no change

EE020327.192

Directions Now answer questions 41 through 49.

Reporting Category: Word Choice
Numbers 41 and 42

Performance Indicator: Select from the following groups of words the correct word for the sense of the sentence: stationary and stationery, complement and compliment, principle and principal, accept and except, capitol and capital, affect and effect, where and were, to and too. (CVS)

41 Which sentence uses complement or compliment correctly?

- A** Giving a complement is a simple way to help a nervous interviewee relax.
- B** Telling Anna how nice she looked was a complement she will not forget.
- C** Bacon and eggs compliment one another on a breakfast plate.
- D** We always compliment my mom on her cooking.

EE020277.OSA

Performance Indicator: Select a logical word or phrase to complete an analogy.

42 Choose the correct word to complete the analogy. Predictable is to moody as monotonous is to ____.

- F** attractive
- G** drab
- H** repetitious
- J** varied

EE030004.OSA

Reporting Category: Organization
Numbers 43 and 44

Performance Indicator: Identify (from a sample) the stage of the writing process represented (using graphics showing the stages: prewriting, drafting, revising, editing, publishing).

43 Which stage of writing is shown below?

Recycling benefits the environment because it reduces ^{waste} ~~garbage~~
 and limits ^{use} ~~use~~ of our resources.
 consumption

- A** prewriting
- B** drafting
- C** revising
- D** publishing

EE020245.OSA

Performance Indicator: Determine the most effective order of sentences within a paragraph.

44 Read the paragraph.

(1) One of the most common home-cooked foods in France is quiche (pronounced “keesh”), and the process of preparing one is not difficult. (2) While the pie crust is browning, mix together the eggs, milk, green onion, and crumbled bacon. (3) Place your prepared pie crust in the preheated oven to brown. (4) Finally, after the pie crust has browned for 5 minutes, pour in the rest of the ingredients and return your quiche to the oven for the remainder of the cooking time. (5) Preheating the oven ahead of time, even before assembling your ingredients, is essential.

What is the correct order for sentences 2 through 5 of this paragraph?

- F** 2, 3, 5, 4
- G** 5, 4, 2, 3
- H** 2, 4, 5, 3
- J** 5, 3, 2, 4

EE030002.OSA

Reporting Category: Technique and Skill
Numbers 45 through 49

Performance Indicator: Determine which statement presents an opposing view from those stated on a Web page.

45 Read the excerpt from a Web page.[Home](#)[Previous](#) [Next](#)

My beloved hometown is Soddy-Daisy. This community of about 12,000 is located in Hamilton County, sixteen and a half miles northeast of the county seat, Chattanooga. While Soddy-Daisy's name may be one of the most memorable names in all of Tennessee, there is some doubt as to its origin. It is a blend of two coal-mining communities that united in 1969, Daisy to the south, and Soddy to the north. Everyone should visit this fantastic town, not only for its beauty but also for its amazing history. No other Tennessee town offers as much to tourists as my hometown, Soddy-Daisy. (For travel links click [here](#). For photos click [here](#).) Y'all come!

[Go to list of all links](#)

Which statement presents an opposing view from the excerpt?

- A** Chattanooga and Soddy-Daisy have some similarities.
- B** Chattanooga is the best city in Hamilton County.
- C** Daisy is just south of Soddy.
- D** Soddy-Daisy has a lot to offer visitors.

EE020543.0SA

Performance Indicator: Select the appropriate persuasive device in a given ad (e.g., testimonial, bandwagon, loaded words, misuse of statistics).

46 Read the following advertisement listing from the Internet.

FOR SALE: “BONESHAKER” BICYCLE

(Click [here](#) for photos.) Join the hundreds of cyclists who have enjoyed riding their classic high-wheeled 1860s bicycle. Original French model. Price to be determined. (Take a virtual test-ride [here](#)!)

Which persuasive device is most effective in this ad?

- F** testimonial
- G** bandwagon
- H** loaded words
- J** misuse of statistics

EE030005.OSA

Performance Indicator: Evaluate the validity of Web pages as sources of information.

47 Which Web page would be the most valid for accessing recent federal government population data?

- A** http://www.chatt.edu/latest_poll_results
- B** http://www.census-taker.com/updated_pops
- C** http://people.census.gov/data_current
- D** http://www.poll-taker.org/growth_data

EE020542.OSA

Performance Indicator: Determine the appropriate preparation (e.g., length and timing, rate of speech, visual aids, diction) for an oral presentation to a specified audience or a special interest group.

48 Karissa is planning a presentation for her health class about nutrition in Tennessee schools. Which would be most effective for her oral presentation?

- F** a detailed presentation with a large number of data
- G** a speech that can be spoken very quickly
- H** a lengthy presentation which requires her to read word-for-word
- J** a speech with graphs representing important points

EE030007.OSA

Performance Indicator: Determine the most effective methods of engaging an audience during an oral presentation.

49 What is the best way to hold your audience's attention during a presentation?

- A** Use a clear voice that can be heard easily.
- B** Write extensive notes on the board as you talk.
- C** Read very closely from your notes.
- D** Stare at the back wall of the room.

EE030008.OSA

Answer Key with Performance Indicator

Item Number	Correct Answer	Performance Indicator
1	D	EE2.3.C Differentiate between mood and tone in poetry and prose.
2	H	EE2.2.G Identify how the author reveals character (what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
3	C	EE2.2.C Pinpoint cause and effect relationship using a graphic organizer.
4	G	EE2.1.B Distinguish fact from opinion in a passage or writing sample.
5	D	EE1.1.D Select the most appropriate title for a passage.
6	H	EE2.1.A Identify simile, metaphor, onomatopoeia, alliteration, or personification in poetry or prose.
7	B	EE2.2.A Draw inferences from selected passages.
8	F	EE2.2.F Discern an implied main idea from a passage.
9	D	EE2.3.A Determine the significance/meaning of a symbol in poetry or prose.
10	J	EE2.3.B Identify an allusion in poetry or prose.
11	C	EE2.2.G Identify how the author reveals character (what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
12	F	EE2.2.C Pinpoint cause and effect relationship using a graphic organizer.
13	C	EE2.2.B Determine the meaning of a word in context.
14	G	EE2.2.D Differentiate among verbal, situational, and dramatic irony.
15	A	EE2.2.A Draw inferences from selected passages.
16	F	EE2.1.A Identify simile, metaphor, onomatopoeia, alliteration, or personification in poetry or prose.
17	A	EE1.1.F Select the topic sentence in a paragraph.
18	G	EE1.2.C Determine the writer's purpose in a non-fiction writing sample (i.e., narration, description, persuasion, exposition, and personal, creative expression).
19	A	EE1.2.G Select a vivid word (verb, adjective, or adverb) to strengthen a description within a writing sample or passage.
20	G	EE1.2.D Evaluate relevance of supporting sentences by deleting an irrelevant sentence in a passage.

Answer Key with Performance Indicator

Item Number	Correct Answer	Performance Indicator
21	D	EE1.2.B Correct run-on sentences by using a comma and coordinating conjunction, subordinate conjunction, or semicolon within a writing sample.
22	H	EE1.1.H Correct a sentence fragment by using sentence combining techniques within a writing sample.
23	D	EE1.2.F Select the appropriate transitional word to connect sentences within a paragraph.
24	F	EE3.3.A Evaluate the validity of Web pages as sources of information.
25	C	EE3.2.B Determine which statement presents an opposing view from those stated on a Web page.
26	G	EE1.2.J Select from the following groups of words the correct word for the sense of the sentence: stationary and stationery, complement and compliment, principle and principal, accept and except, capitol and capital, affect and effect, where and were, to and too. (CVS)
27	A	EE2.3.D Select a logical word or phrase to complete an analogy.
28	F	EE1.1.G Identify (from a sample) the stage of the writing process represented (using graphics showing the stages: prewriting, drafting, revising, editing, publishing).
29	A	EE3.2.C Select the appropriate persuasive device in a given ad (e.g., testimonial, bandwagon, loaded words, misuse of statistics).
30	F	EE1.1.A Use editing skills to correct comparative and superlative forms of adjectives or adverbs.
31	B	EE1.1.F Select the topic sentence in a paragraph.
32	G	EE1.2.B Correct run-on sentences by using a comma and coordinating conjunction, subordinate conjunction, or semicolon within a writing sample.
33	A	EE1.2.G Select a vivid word (verb, adjective, or adverb) to strengthen a description within a writing sample or passage.
34	J	EE2.2.B Determine the meaning of a word in context.
35	C	EE1.3.B Select correct pronoun/antecedent agreement using collective nouns or indefinite pronouns.
36	H	EE1.1.I Identify the use of commas with appositives and introductory words, phrases, or clauses.
37	A	EE1.1.H Correct a sentence fragment by using sentence combining techniques within a writing sample.
38	H	EE1.2.F Select the appropriate transitional word to connect sentences within a paragraph.
39	C	EE1.1.D Select the most appropriate title for a passage.

Answer Key with Performance Indicator

Item Number	Correct Answer	Performance Indicator
40	J	EE1.1.B Use editing skills to correct singular and plural possessive pronouns.
41	D	EE1.2.J Select from the following groups of words the correct word for the sense of the sentence: stationary and stationery, complement and compliment, principle and principal, accept and except, capitol and capital, affect and effect, where and were, to and too. (CVS)
42	J	EE2.3.D Select a logical word or phrase to complete an analogy.
43	C	EE1.1.G Identify (from a sample) the stage of the writing process represented (using graphics showing the stages: prewriting, drafting, revising, editing, publishing).
44	J	EE1.2.H Determine the most effective order of sentences within a paragraph.
45	B	EE3.2.B Determine which statement presents an opposing view from those stated on a Web page.
46	G	EE3.2.C Select the appropriate persuasive device in a given ad (e.g., testimonial, bandwagon, loaded words, misuse of statistics).
47	C	EE3.3.A Evaluate the validity of Web pages as sources of information.
48	J	EE4.2.A Determine the appropriate preparation (e.g., length and timing, rate of speech, visual aids, diction) for an oral presentation to a specified audience or a special interest group.
49	A	EE4.3.A Determine the most effective methods of engaging an audience during an oral presentation.

Answer Key with Reporting Category and Performance Indicator

Reporting Category 1: Grammar Conventions		
Item Number	Correct Answer	Performance Indicator
21	D	EE1.2.B Correct run-on sentences by using a comma and coordinating conjunction, subordinate conjunction, or semicolon within a writing sample.
22	H	EE1.1.H Correct a sentence fragment by using sentence combining techniques within a writing sample.
30	F	EE1.1.A Use editing skills to correct comparative and superlative forms of adjectives or adverbs.
32	G	EE1.2.B Correct run-on sentences by using a comma and coordinating conjunction, subordinate conjunction, or semicolon within a writing sample.
35	C	EE1.3.B Select correct pronoun/antecedent agreement using collective nouns or indefinite pronouns.
36	H	EE1.1.I Identify the use of commas with appositives and introductory words, phrases, or clauses.
37	A	EE1.1.H Correct a sentence fragment by using sentence combining techniques within a writing sample.
40	J	EE1.1.B Use editing skills to correct singular and plural possessive pronouns.

Reporting Category 2: Literary Content		
Item Number	Correct Answer	Performance Indicator
1	D	EE2.3.C Differentiate between mood and tone in poetry and prose.
2	H	EE2.2.G Identify how the author reveals character (what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
6	H	EE2.1.A Identify simile, metaphor, onomatopoeia, alliteration, or personification in poetry or prose.
9	D	EE2.3.A Determine the significance/meaning of a symbol in poetry or prose.
10	J	EE2.3.B Identify an allusion in poetry or prose.
11	C	EE2.2.G Identify how the author reveals character (what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
14	G	EE2.2.D Differentiate among verbal, situational, and dramatic irony.
16	F	EE2.1.A Identify simile, metaphor, onomatopoeia, alliteration, or personification in poetry or prose.

Answer Key with Reporting Category and Performance Indicator

Reporting Category 3: Word Choice		
Item Number	Correct Answer	Performance Indicator
13	C	EE2.2.B Determine the meaning of a word in context.
19	A	EE1.2.G Select a vivid word (verb, adjective, or adverb) to strengthen a description within a writing sample or passage.
26	G	EE1.2.J Select from the following groups of words the correct word for the sense of the sentence: stationary and stationery, complement and compliment, principle and principal, accept and except, capitol and capital, affect and effect, where and were, to and too. (CVS)
27	A	EE2.3.D Select a logical word or phrase to complete an analogy.
33	A	EE1.2.G Select a vivid word (verb, adjective, or adverb) to strengthen a description within a writing sample or passage.
34	J	EE2.2.B Determine the meaning of a word in context.
41	D	EE1.2.J Select from the following groups of words the correct word for the sense of the sentence: stationary and stationery, complement and compliment, principle and principal, accept and except, capitol and capital, affect and effect, where and were, to and too. (CVS)
42	J	EE2.3.D Select a logical word or phrase to complete an analogy.

Reporting Category 4: Organization		
Item Number	Correct Answer	Performance Indicator
17	A	EE1.1.F Select the topic sentence in a paragraph.
20	G	EE1.2.D Evaluate relevance of supporting sentences by deleting an irrelevant sentence in a passage.
23	D	EE1.2.F Select the appropriate transitional word to connect sentences within a paragraph.
28	F	EE1.1.G Identify (from a sample) the stage of the writing process represented (using graphics showing the stages: prewriting, drafting, revising, editing, publishing).
31	B	EE1.1.F Select the topic sentence in a paragraph.
38	H	EE1.2.F Select the appropriate transitional word to connect sentences within a paragraph.
43	C	EE1.1.G Identify (from a sample) the stage of the writing process represented (using graphics showing the stages: prewriting, drafting, revising, editing, publishing).
44	J	EE1.2.H Determine the most effective order of sentences within a paragraph.

Answer Key with Reporting Category and Performance Indicator

Reporting Category 5: Making Meaning		
Item Number	Correct Answer	Performance Indicator
3	C	EE2.2.C Pinpoint cause and effect relationship using a graphic organizer.
4	G	EE2.1.B Distinguish fact from opinion in a passage or writing sample.
5	D	EE1.1.D Select the most appropriate title for a passage.
7	B	EE2.2.A Draw inferences from selected passages.
8	F	EE2.2.F Discern an implied main idea from a passage.
12	F	EE2.2.C Pinpoint cause and effect relationship using a graphic organizer.
15	A	EE2.2.A Draw inferences from selected passages.
18	G	EE1.2.C Determine the writer's purpose in a non-fiction writing sample (i.e., narration, description, persuasion, exposition, and personal, creative expression).
39	C	EE1.1.D Select the most appropriate title for a passage.

Reporting Category 6: Technique and Skill		
Item Number	Correct Answer	Performance Indicator
24	F	EE3.3.A Evaluate the validity of Web pages as sources of information.
25	C	EE3.2.B Determine which statement presents an opposing view from those stated on a Web page.
29	A	EE3.2.C Select the appropriate persuasive device in a given ad (e.g., testimonial, bandwagon, loaded words, misuse of statistics).
45	B	EE3.2.B Determine which statement presents an opposing view from those stated on a Web page.
46	G	EE3.2.C Select the appropriate persuasive device in a given ad (e.g., testimonial, bandwagon, loaded words, misuse of statistics).
47	C	EE3.3.A Evaluate the validity of Web pages as sources of information.
48	J	EE4.2.A Determine the appropriate preparation (e.g., length and timing, rate of speech, visual aids, diction) for an oral presentation to a specified audience or a special interest group.
49	A	EE4.3.A Determine the most effective methods of engaging an audience during an oral presentation.

